Outcomes for In-State Meetings

1. Support the capacity building of educators to design, implement, and sustain practices that ensure equity, personalization, and rigor for all students leading to college-, career-, and citizenship-readiness; and

2. Engage in Professional Learning Group conversations specifically focused on providing presenters from different schools with feedback, ideas, and resources as they continue to implement and refine their own personalized learning efforts.

Agenda – Wednesday, May 18, 2015   Trapp Family Lodge, VT

8:15 AM	Arrival, sign in, and refreshments
8:30 AM	**Welcome**, introductions, and overview of the day
8:45 AM	**Establishing a state-based learning community** – Continuum exercise – Review norms
9:15 AM	**Text-based discussion** *(pre-reading not necessary)* – Text with use of a protocol: "Checking In Update: More Assignments from Real Classrooms" (building off of the December VT LIS read from EdTrust, "Do Classroom Assignments Reflect Today's Higher Standards?" – Debrief
10:45 AM	**Ensuring Rigorous Learning within a Proficiency-Based System** *Global Best Practices 1.3,1.4 within the Teaching + Learning strand* How can we ensure that assessments and assignments are developed or refined in alignment with established proficiencies? – Presentation to frame the conversation using Global Best Practices, design guides, and Ed Trust's assignment/assessment analysis framework. – Participants will work independently and in collaboration with others to analyze locally designed assessments or assignments using the analysis framework. – Debrief
12:00 PM	**Lunch**
12:45 PM	**Debrief: Ensuring Rigorous Learning within a Proficiency-Based System**

1:15 PM	**Overview of problems of practice** (PLG protocols)
	
	   – Feedback Principles
	   – Topics and Presenters based upon registration data

1:30 PM	**PLG**
	
	School teams will have an opportunity to engage in a protocol that <u>will help identify the strengths and challenges associated with ensuring that rigorous standards translate to rigorous work in the classroom without discouraging students and driving down graduation rates.</u> Depending on where each school is currently at in design and implementation, school members may leave with:
	
	   – *Ideas for next steps within their own school in relation to ensuring that rigorous standards result in more challenging learning for students*
	   – *Strategies that have worked for either building knowledge and capacity or for implementing intervention systems to support student who have not yet met standards*
	
	We will conduct this problem of practice in two consultancy groups with two separate facilitators to ensure adequate time for listening, learning, and sharing amongst all LIS members.
	
	<table><tr><td>**PLG –**
	Team/topic to be determined
	Facilitator: Don Weafer, GSP</td><td>**PLG –**
	Team/topic to be determined
	Facilitator: Angela Hardy, GSP</td></tr></table>

2:30 PM	**Pause + Reflect**: In school teams, capture what you learned from the PLG.
2:45 PM	**Closure + Next Steps**
3:00 PM	**Adjourn**

NESSC MEETING & COMMUNICATION NORMS

In order to undertake the highly complex work of collaboratively transforming secondary learning across all five states, we are committed to:

- Building on and supporting one another's efforts
- Acknowledging and encouraging different approaches as we collaborate
- Trusting in the integrity of NESSC colleagues
- Monitoring our air time in group gatherings
- Communicating openly, clearly, and directly
- Acknowledging and honoring different perspectives
- Assuming positive intentions of all members